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OUTLINE FOR  
OFFICE OF TRAINING REPORT

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- C. Quality of Training
- D. Major Problems of Training Which Must Be Met

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21 April 1954

MEMORANDUM FOR: Director of Central Intelligence

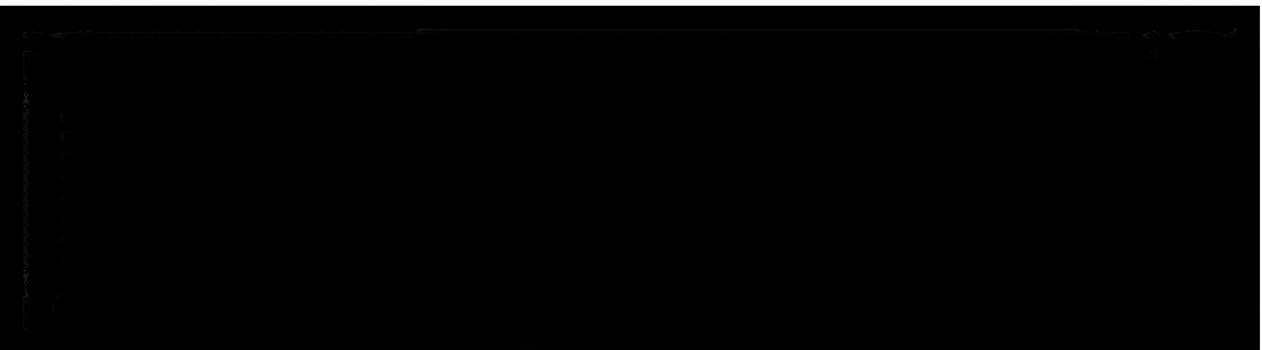
SUBJECT : Survey of the Office of Training

I. The Office of Training

A. General

1. The Office of Training was organized in 1951. The basic nuclei for the Office was the training organization of the Office of Special Operations which concentrated on training for clandestine operations, the start of a Junior Officer Trainee Program, several independent training programs on the part of individual offices, and a general desire throughout the agency for more and better training. There was little or no agency-wide training at the time of the organization of the Office of Training. As was natural there was resistance on the part of the ADSO and ADPC to surrendering their training organization to an office not under their control. This was one of the factors involved in the decision placing the Office of Training directly under the Director. Since its creation the Office of Training has gradually developed its services to cover the training needs of the agency, with certain authorized exceptions, e.g., technical communications training, overseas training of indigenous personnel, etc. Naturally the greatest expansion of training has been on the overt side of the agency, which had little or no training program previously.

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\*These positions had been established on the basis that maritime training would take place beyond the continental limits of the U. S. They will shortly be cancelled.

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B. Monetary Expenditures for Training.

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The actual expenditures, on a functional basis, incurred by OTR in Fiscal Year 1953, as well as their approved operating budget for Fiscal Year 1954 are listed below. Total expenditures in Fiscal Year 1953 were [REDACTED] while the approved budget for Fiscal Year 1954 is [REDACTED]. The listing of these budget figures on a functional basis, in lieu of the more standard "object category" breakdown used in government, is believed to be more indicative of value received for dollar spent in the field of training. Explanatory notes have been added below those entries showing a significant increase or decrease between the two fiscal years:

<u>ACTIVITY</u>	<u>EXPENDITURES-FY1953</u>	<u>BUDGET-FY1954</u>
Executive Direction and Administrative Support	25X1A1a [REDACTED]	

Major reason for increase was the assignment of forty career rotation slots to the Office of the Director of Training. Salaries for the incumbents of these positions will come from funds allotted to OTR.

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Assessment and Evaluation

Major reason for increase was for a contemplated external research project on psychological research; it now appears the project will not materialize.

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Training Aids

Major increase was to meet costs incurred in Project [REDACTED] (air operations training film).

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Clandestine Operations

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Major decrease brought about by transferring site of Phase II Training Course to [REDACTED] and budgeting for it under "Field Training [REDACTED]"

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Language, Area, and Technical Training

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FY1954 allotment based on projection of external training requirements declared by operating components. Subsequent imposition of personnel ceilings has invalidated the projections, and a considerably lesser amount of money will be spent.

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Basic Intelligence Training

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Career Intern Training  
(Junior Officer Program)

Major increase based on both increased recruitment of Junior Officer Trainees, and the return of JOT's from military service, necessitating the payment of their salaries from Agency funds.

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Management and Clerical  
Training 25X1A6a

Field Training

Decrease brought about by meeting certain non-recurring obligations in FY1953.

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Field Training

Based on the abandonment of the original plan to acquire a new site for maritime planning, the FY1954 figure has already been reduced to [REDACTED]. This amount will be retained by OTR pending a decision as to whether any or all of it should be transferred to FE Division to meet costs for establishment of maritime training facilities at [REDACTED]. 25X1A

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C. Quality of Training

It can be stated that in general the quality of CIA training is of the highest order. As with any generalization, there are exceptions and some training courses do not have the high quality that characterizes the office. But it should be stated that this Office was impressed by the intensity of OTR's desire to keep improving the quality of its instruction and instructors, and the over-all high morale of the personnel of the office. (See Tab B for statistical data on background of instructors).

Before dealing with the quality of specific training, it should be noted that the quality is in almost direct proportion to the quality of the instructors. While OTR is developing a cadre of professional instructors, the office is dependent to a large degree upon other components of the agency, especially DD/P, for making available qualified personnel for tours of duty. While it is only natural that the operating components should desire to keep their best men for internal assignments; it should be noted that in recent years more and more good men have been assigned tours of duty in training; partly as a result of recognition of the operating components of the importance, partly as a result of the persistence of the Director and Deputy Directors of Training in fighting for good men. The following specific comments on quality of training are made:

1. Clandestine training courses are of superior quality;

2. the BIC(I) is of good quality, but suffers from too much academic and not sufficient intelligence influence;
3. language training is of good quality;
4. area training could be of better quality;
5. management training needs improvement.

There is attached as TAB C the comments of DD/I, and the training representatives of DD/A and DD/P, which express the degree of satisfaction had by those components with the service received from OTR.

D. Major Problems of Training which must be met.

Preparation of Publications.

The Training Office has no clear responsibility for its share of the preparation of publications on doctrine. For example, the PM Staff has engaged in preparing a Guerrilla Warfare Manual.



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staff of the DD/P has the responsibility for properly monitoring and advice on all operations, and in certain instances compiles doctrinal studies, it is obviously vital that the Office of Training be kept apprised of the development of new and successful techniques. Further, it is obviously important that the instructors in Training be as fully informed as consistent with good security.

The PM Staff has suggested that the preparation of the desired manuals as well as responsibility for keeping the completed manuals current be transferred to the Office of Training. This proposal has considerable merit: OTR instructors obviously are required to be experienced and well-versed in the doctrine of their specialties; by the very nature of their work they must keep in constant touch with the operating units; as in any educational field, research is an essential supplement to effective instruction.

E. Training By Other Offices

It would be difficult to estimate the percentage of training actually conducted by the Office of Training compared to other offices.

While the majority of staff personnel (including staff agents) receive their training from the Office of Training, nearly all indigenous agents and non-staff U. S. personnel are trained directly by the area branches. While at times this training is accomplished with instructional assistance from the Office of Training, many times it takes place with area division personnel exclusively doing the training. I am aware of this as both Inspector General and a former Assistant Director for Special Operations. When this Office undertakes unit surveys of DD/P area divisions, the inspectors will have explicit instructions to concern themselves with training conducted by the branches of the area divisions. Actually, from a cost point of view the Office of Training spends less than half of the money spent by CIA on training. It should also be noted that the present charter of the Office of Training holds that office responsible only for the training done in the United States.

An analysis of the training done outside the Office of Training includes the following:

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seminars were conducted in "The Geography of the USSR and Contiguous Areas" and "Economic Research." In January of 1954 their courses in Scientific and Technical Russian, Readings in Russian for Economists, Physical and Economic Geography of the USSR, and Photo-Interpretation were still current.

5. The Foreign Documents Division of OO gives a three month course in Russian; a year's course in Chinese; and some tutorial work. FDD believes that inasmuch as their instruction concentrates on the written rather than the spoken word, they are better equipped to train their people than OTR. OTR apparently agrees with this as they did not vigorously contest FDD in giving the courses.

6. The EE Division is setting up an informal training seminar for case officers on project, financial and administrative management. EE would welcome OTR establishing a course on commercial management and accounting for case officers.

7. Office of Logistics has organized a formal on-the-job training program (treated in detail under [REDACTED] 25X1A6a section).

8. Inspection & Review Staff, DD/P, in their survey of TSS, is reviewing the extent to which TSS directly conducts a training program, and based on their findings, will make appropriate recommendations.

It is clear that certain internal training by offices other than Training is justified. It is equally clear that there must be strict monitoring of this training by the Office of Training to prevent: wasteful duplication; failure to take advantage of the facilities of the Office of Training; central control to insure all offices of interest benefit from the training; insurance that the training is required and necessary. It is incongruous to this Office that two units of CIA which are in the forefront worrying about personnel ceilings and budgets--ORR and FDD--can afford the personnel and time for internal training. This is particularly significant inasmuch as ORR has trained over 80 OCD personnel in the eight-hour Russian Language Familiarization Course.

One other major problem, and one of most serious proportion, is the failure of operational components to produce students for certain courses, after previously having concurred in the scheduled presentation of those courses. This situation will be discussed in detail under "Advanced Covert Training."



## II. Intelligence Training

### A. Overt

The training discussed here is that given for individuals usually not assigned to the Clandestine Services and consists principally of the instruction conducted by the Intelligence Division, OTR. The mission of the Division is stated as follows:

"shall develop, direct, and conduct training programs in the principles, methods and objectives of national intelligence designed to relate the professional competence of selected Agency personnel to the profession of intelligence, and to increase their professional competence in the field of national intelligence."

The major portion of this responsibility is discharged by the means of a six week Basic Intelligence Course (Intelligence), referred to as BIC(I). Attendance at this course is now made mandatory for all new employees of professional status entering on duty, except those who are initially assigned to the DD/P organization and the Office of Communications. The purpose of the course, as stated by OTR is:

"The Basic Intelligence Course, offered by the Office of Training, is designed as the first stage in the post-entry training of new professional employees of the Agency. Its purpose is to instruct these employees in the fundamentals of intelligence work and thereby provide the Offices of CIA with personnel equipped to receive on-the-job training and capable of quickly becoming producing members of their organizational units. The course covers three principal subjects:

1. The Principles, Methods and Practices of Intelligence.
2. Intelligence and National Security.
3. The World Situation, with Emphasis on the Theory and Practice of Communism and the USSR.

The course is conducted by lectures given by members of the Training Staff and by specially qualified speakers; by discussion periods under the guidance of the staff; by assigned readings, and by problems and projects designed to give training and practice in such intelligence methods as research analysis, report writing, and the preparation of material for various types of intelligence production. A major project is the preparation by each trainee of a country estimate. This work involves training in research methods, the analysis and

synthesis of information, and the presentation, using maps and other aids, of a report bringing out the strategic importance of the country."

25X1A This course has been presented nine times in calendar year 1953. In the latter part of the year it was found necessary to institute a presentation of the course every fourth week in order to accommodate the growing number of students accruing from the new mandatory training require-

[REDACTED]

As the BIC(I) Course represents the backbone of the formalized training received by all Agency professional personnel except those assigned to DD/P or the Office of Communications, it seems pertinent to record the views of the DD/I and DD/A on the efficacy of this course. Generally speaking, there is a favorable reaction. DD/I and to a lesser degree DD/A raises the question of the feasibility of scheduling certain employees, as appropriate, only to that part of the course warranted by the individual's background and training needs. Particular support for this proposal comes from ORR, OCD, and the Comptroller's organization. They would recommend, in effect, a BIC(I) so organized in consecutive content, that depending upon an individual's basic background and allied experience, he would attend Parts 1, 2, 3, etc., of the current six week presentation.

If there exists any deficiency in the current basic overt intelligence course, the above recommendation of DD/I and DD/A would appear to strike at the heart of it. The student body of the course is now composed of individuals who may range from a college graduate GS-5 with no service, employment, or intelligence experience to a newly recruited individual of senior officer status having extensive intelligence background and outstanding academic accomplishment. There would seem little alternative to the fact that the course instructors at times and of necessity are both "talking down" and "talking over" their audience. 25X1A

Taking cognizance of the fact that many on-duty professional personnel have never had such formalized training as described above, OTR has developed a condensation of BIC(I), and presented it to [REDACTED] during January and February 1954. The course is conducted two afternoons a week for six weeks, and consists of lectures plus assigned readings. It is hoped to have four presentations in the current calendar year. Such attempts to tailor-make basic training courses for on-duty personnel are highly commendable and no less essential than having established training policies for new employees.

Another approach to the "in-service" training concept has been launched by the Intelligence Division through the medium of the "Inter-mediate Intelligence Course." The first presentation of this course took

place at the request of AD/SI, and was given to seven on-duty junior professionals for four weeks on a half-day basis in June 1953. The curriculum content was designed to realize the following objectives:

"(1) To broaden perspective and understanding of the intelligence function by a review of the basic principles in the light of the missions of the various agencies of the national intelligence community; (2) to examine the current capabilities of the USSR in science and technology; (3) to provide seminar discussions on subjects of interest and concern to scientific analysts; (4) to develop skills in exploitation of source material, and the written and oral presentations of results, by assignment of a special research project to each student which would be of value to OSI, either as an exploratory study or ultimately as a monograph for future publications."

The second presentation of this course was made in January 1954. The course was given then as a full-time two week course, and in addition to OSI representation, OCD and OO sponsored students who are concerned with scientific matters. There exists now a growing backlog of requests for attendance at this course. It is the belief of OTR that such "in-service" training courses can be adapted to the specific needs of each DD/I office. The desirability of pursuing such an approach speaks for itself.

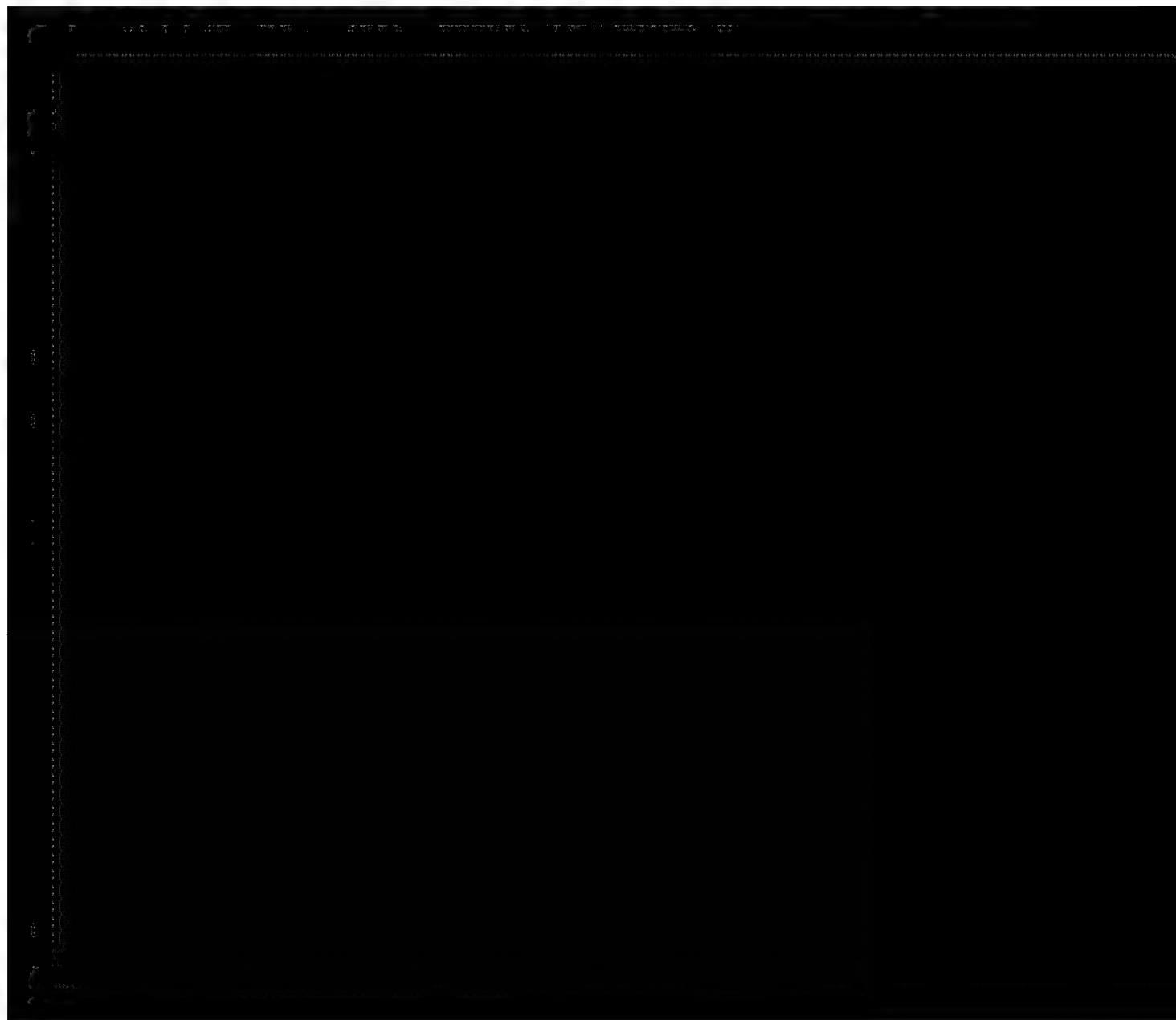
The Intelligence Division is also responsible for the conduct of the Reading Improvement Courses and Training Programs. The Reading Improvement Course itself, seven weeks in length, is designed to increase the efficiency and productivity of agency personnel by developing speed of comprehension through systematic educational procedures. In support of this a Screening and a Retention Program are also carried out. In calendar year 1953, a total of 601 individuals were enrolled in Reading Improvement Courses. In late 1953, two additional courses were instituted, a Foreign Language Developmental Reading Program and an Advanced Reading Developmental Course.

Particular note has been taken that 30 hours of Reading Improvement instruction is incorporated in the BIC(I) Course. A dual purpose is served inasmuch as certain required reading in the course is used as textual material from the reading course. However, bearing in mind the tremendous variety and level of professional employees now enrolled in that course, the need for the Reading Improvement Course on a uniform basis may well be questioned. If this instruction, plus ten additional hours, could be deleted, the course could be reduced from six to five weeks in length.

B. Covert

1. Basic Courses

Training discussed under this heading consists of those courses given by the Basic Training Division and consists of:



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There is little criticism and much commendation to be offered on the content and presentation of the above courses. BIC(GS), like its counterpart BIC(I), may tend to suffer from the wide range of background and experience possessed by the various members of its student body. This course is mandatory for each new professional employee, whether

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degree upon the quality and professional aspect of the training facilities which we offer. While it should be acknowledged that the Inspector General relies to a certain degree upon his experience as Assistant Director for Special Operations and other experience during seven years of clandestine operations, it nevertheless seems obvious that CIA, as the intelligence service of the leading nation in the world, is looked to for the foremost techniques in intelligence operations. The quality of such training

[REDACTED]

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### III. Support Training

#### A. Language

The Office of Training can supply, either through its own facilities, or through external courses, training of any length or intensity in any language required by the Agency. This training includes private tutorial service, use of records, and classroom instruction.

While there is no question but that most of the language training can be justified and is beneficial, there is considerable evidence of abuse of the availability of language training. These abuses can be summarized as follows, and it should be realized that OTR has little control over the majority of them:

1. Only within the last six months has there been the development of systematic procedures to judge an applicant's background in, or aptitude for, language study;
2. there is obviously insufficient attention given to an individual's knowledge of the language before assignment to a country;
3. there is no indication of the individual's willingness to obtain and continue proficiency in the language;
4. there are indications that language training is occasionally used as a substitute when a job assignment is undetermined.

A very important consideration that should always be kept in mind when reviewing language training is that limited language ability in the hands of a case officer can be very dangerous. Consequently, the Agency should insist that case officers be tested for linguistic fluency or instructed to use translators.

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## B. Management and Clerical

At the start of this inspection the Office of Training had one management course, that in Human Resources. This course of  $4\frac{1}{2}$  hours consisted of seminars on the general theory of management with specific references to CIA. This course had several faults. Too much stress was laid upon the weaknesses of CIA, including implied personal weaknesses of senior officials. It dealt too much in theory of management, and too little in specific methods for improving management. It did not concern itself sufficiently with required methods of management in the Federal Government. It engaged too much in "wishful thinking" about improvements in management, and too little in specific possibilities.

The Office of Training recently inaugurated Management Course A. This course has been given three times to 20 students each time, and is oversubscribed. It has been enthusiastically accepted by the participants; in itself an indication of a desire on the part of Agency officials to improve management. The course, of 40 hours given four hours each morning over a two week period, uses reading, lectures and case studies in about equal proportions, utilizing experienced agency officials where practical. The course deals with organizational problems, planning in management, problems in supervision, personality factors in leadership, tasks of an administrator, and controls. The average GS rating of the student is about the 12 level.

## IV. Programs

### A. Assessment & Evaluation (A&E Staff)

#### 1. Background Information

This activity is responsible for providing professional services to satisfy the psychological assessment requirements, the training evaluation needs and the research and validation problems flowing from the first two functions. The major percentage of endeavor is devoted to the Clandestine Services and OTR itself.

It is probably a true statement that the assessment function has represented the most controversial and most frequently investigated support activity of this Agency. As you will recall, this Office conducted an intensive investigation in May and June of 1953 of the manner of discharge of the assessment function and the morale of those individuals concerned with the program. This investigation was brought about following the receipt by your predecessor of a series of serious allegations made by a former chief of the assessment program. It is pertinent to record here two recommendations made by this Office to the Director of Training on 6 July 1953, as a result of the investigation:

a. "That a highly qualified Board of Consultants composed of the foremost psychologists in the country be recruited to make periodic impartial surveys of the operations of the A&E Staff and render these reports

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to the Director of Training. (It is felt that the creation of such a panel will not only afford the Agency an impartial evaluation of the work of the A&E Staff, but will also afford members of the Staff the opportunity to have their work viewed by senior members of their profession)."

b. "That the Assessment & Evaluation Staff be afforded an opportunity of six months from this date to reorganize and solidify its doctrine and position. That at the end of the six month period consideration be given to making an analysis of the effectiveness and value of the Staff by this Office together with the Management Staff, Office of the Comptroller."

In implementation of recommendation a. above, the Director of Training forwarded a memorandum to DCI, 16 July 1953, "Request for Approval and Appointment of Consultants" which gave the names of those now (then-16 July 1953) cleared for consulting activities and a list of those recommended. This request was approved by DCI on 21 July 1953. It was anticipated that a sufficient number of the nominees could have been security-cleared in order to staff an advisory panel that could meet twice during Fiscal Year 1954. Sufficient clearances have not come through as yet, however, in order to properly staff a panel. The expeditious following through of this recommendation by the Director of Training, however, is commendable.

Recommendation b. above is now discharged by this Office through the medium of the OTR survey itself.

## 2. Organization and Administrative Information

The A&E Staff is divided into three branches, with the major responsibilities as indicated below:

### a. Assessment Branch

"The intensive psychological assessment of individuals referred, to help determine their suitability for particular types of positions, particularly those of a critical or sensitive nature."

### b. Training Evaluation Branch

"Participation in the analysis of general training requirements, primarily to determine how various psychological techniques may best be utilized."



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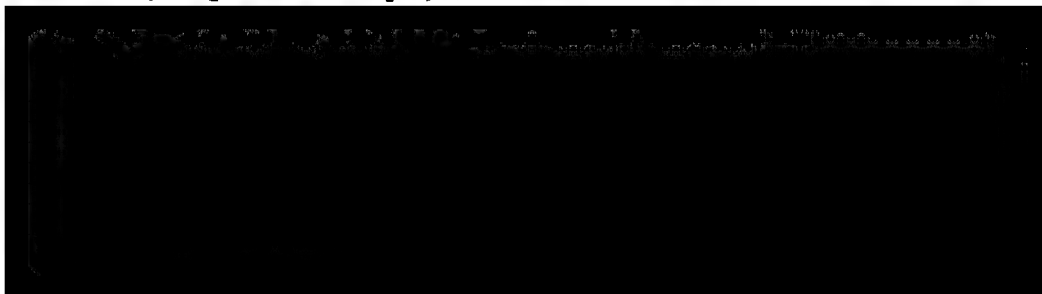
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(5) There is evidence in the files of the Inspector General to show that the interests of the Agency could have been better protected if the operating units had more closely followed the recommendations of certain individual assessments.

(6) The assessment program is growing in stature, import and impact.

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b. Training Evaluation Branch

The operations of this branch may be said to have both a direct and an indirect effect on the programs and courses offered by OTR. Its direct effect comes about in a two-fold fashion:

(1) It takes steps to insure that the training goals desired by consumers of OTR are incorporated in the various courses, and that there exists clear-cut statements as to the purpose, content, and limitations of each course.

(2) Upon the determination of the content of courses, this branch analyzes the opportunities for rating and evaluating of students that exists, and seeks opportunities to incorporate within the course certain psychological techniques through which valid and indicative student evaluations may be made.

The indirect effect comes about as a result of the above operations and is seen in the procedures and formats of student training evaluations. Psychologists of this branch, after thorough study of the content and purpose of a training course, to include perhaps their own attendance at it, then work in close cooperation with the instructors in developing procedures and formats "to provide a meaningful and complete record of what a student learned and what personality characteristics he revealed during training."

The matter of student evaluations is of high importance, both to guide the student's supervisor in entrusting responsibilities to him, and in the collective sense, to make determinations over a period of time, based on "on-the-job" performance, as to the relative indication of

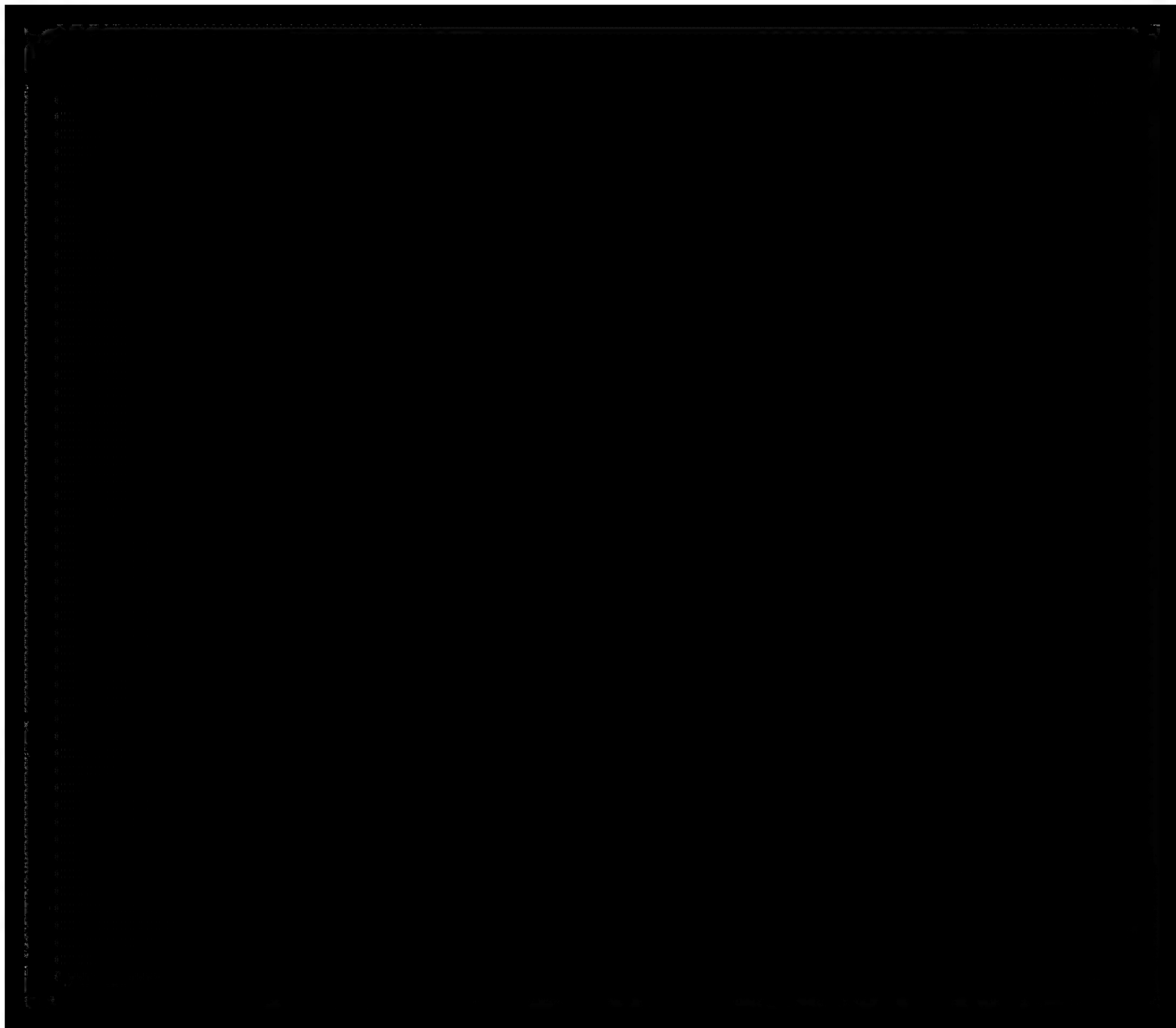
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There is no question of the value of external training for carefully selected employees who intend to make work with the Agency a career. On the other hand the method of selection of employees for external training leaves much to be desired. Obviously it is impossible to anticipate reasons for employees leaving the Agency, but an analysis of employees separated between April and December 1953 who had received external training shows inadequate attention to the actual career status or career prospects of the trainee.

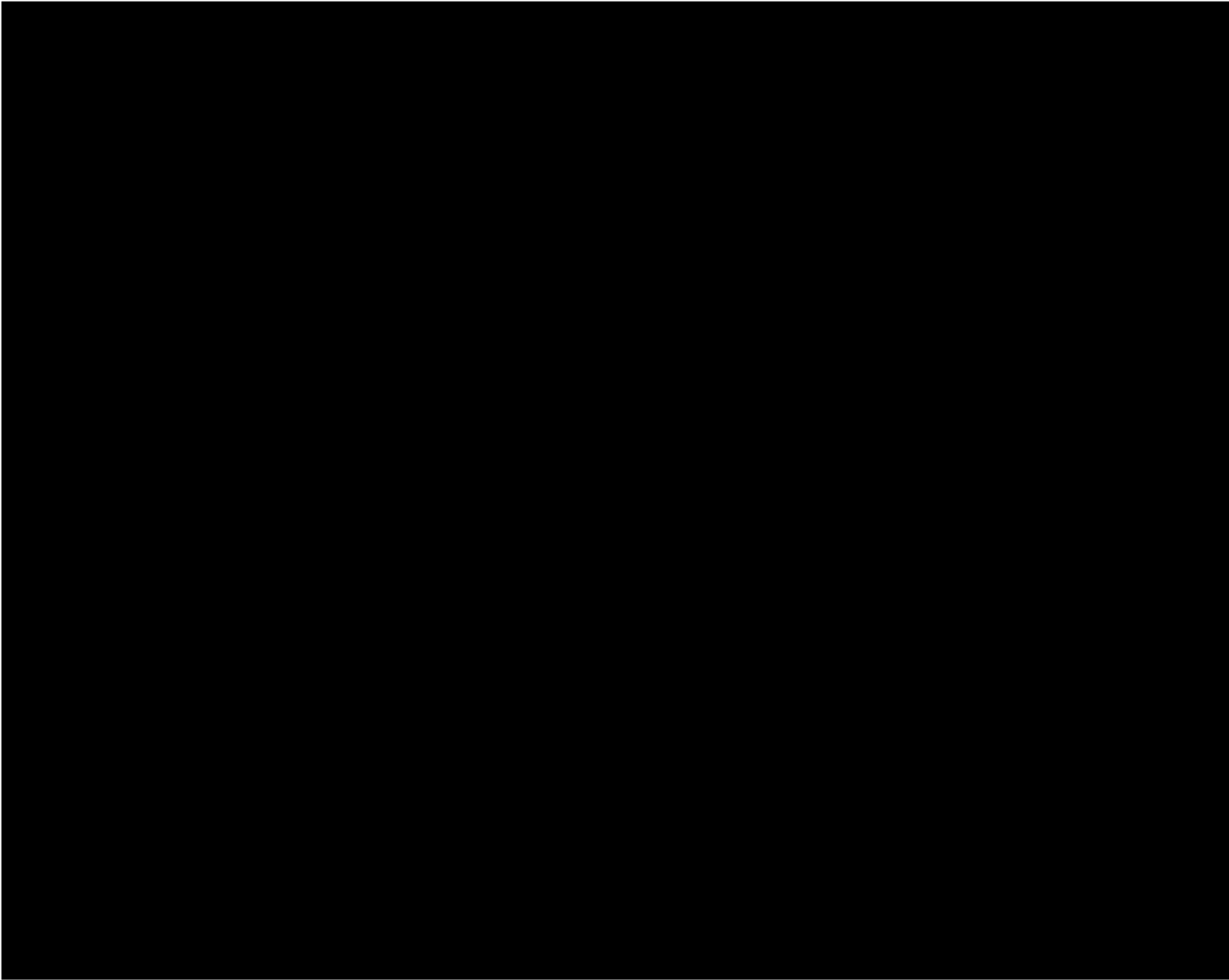
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\*This figure would be augmented by [redacted] who attended a one week conference on the USSR.

Several factors seemed involved in the poor planning inasmuch as the trainees included:

1. Young women whose permanency with the Agency had not been determined;
2. married women whose tenure with the Agency was obviously dependent on their husband's employment;
3. employees who had just entered the Agency.

Specific examples of individuals who left the Agency shortly after completing expensive training include the following:



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## VI. Organization and Management of OTR

Prior to 4 December 1953, OTR was organized into two separate and identifiable major commands, each headed by a Deputy Director of Training . . . . Training Special (or Covert) and Training General (or Overt). On 4 December 1953, OTR issued Notice No. 33-53, "Reorganization of the Office of Training" quoted in part below: (Said Notice is Tab K)

"1. The reorganization of the Office of Training, effective 1 December 1953, is indicated on the attached chart. This organization provides for the consolidation of the former Office of Training (General) and Office of Training (Special) and establishes:

- a. A single Deputy Director of Training;
- b. An Executive Officer;
- c. . . . . etc.

"2. The Executive Officer, upon completion of the survey currently being conducted by the Inspector General, will coordinate the preparation of revised mission and function statements and tables of organization. Pertinent recommendations of the Inspector General will be reflected in these revisions."

This Office registers general approval of the new plan of organization for OTR, namely, the creation of a single line of command, in lieu of the former separate overt and covert entities. This Office does not concur, however, in the actual chart of organization designed to implement the plan. Approved For Release 2000/05/03 : CIA-RDP62-01094R000500070003-4  
the most heterogeneous mixture in size of units of organization all bearing the same title, and the greatest discrepancy occurs in

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those units called "divisions." Three of the proposed OTR divisions would have less than 16 assigned staff personnel each, e.g., Management Training, Orientation & Briefing, and Junior Officer Training (JOT) Divisions. The implementation of the above would make a mockery of any semblance of organization standards, represents an organization deficiency which is high on our inspection check list, and appears more subjective than objective in reason. Note also is taken of four proposed staffs, and it is submitted that serious consideration should be given to consolidation of functions into three staffs. Specifically, the above-mentioned divisions, Management Training, JOT, and Orientations should become branches of one division, and consideration should be given to amalgamate the several functions (both staff and operating) of the Instructional Services Staff with the other three staffs and one or more of the divisions.

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In the manner of organization, specific note was taken of two facts bearing on the position of Director of Training. The title itself is not in consonance with those established for other similar major units, which are designated "Assistant Directors for . . . . .". Additionally, the grade assigned to this, GS-17, is one grade below similar positions. Rectifying this inequity would call for several other position reclassifications.

With the few exceptions noted below, the majority of the OTR administrative difficulties are beyond its control.

One of the chief obstacles to efficient administration, and proper atmosphere for training, is the quality of the space for instructional purposes assigned to OTR. A great number of the rooms used for instructional and seminar purposes--particularly Buildings T-30 and Alcott Hall--are extremely low ceilinged, inadequately ventilated, and not clear-span type; i.e., ceilings supported by an excessive number of internal pillars. The combination of these factors makes the transmission and assimilation of training material quite difficult for both instructor and student. In any future major readjustment of space in this Agency, the assignment of more useable space in a lesser number of buildings for OTR

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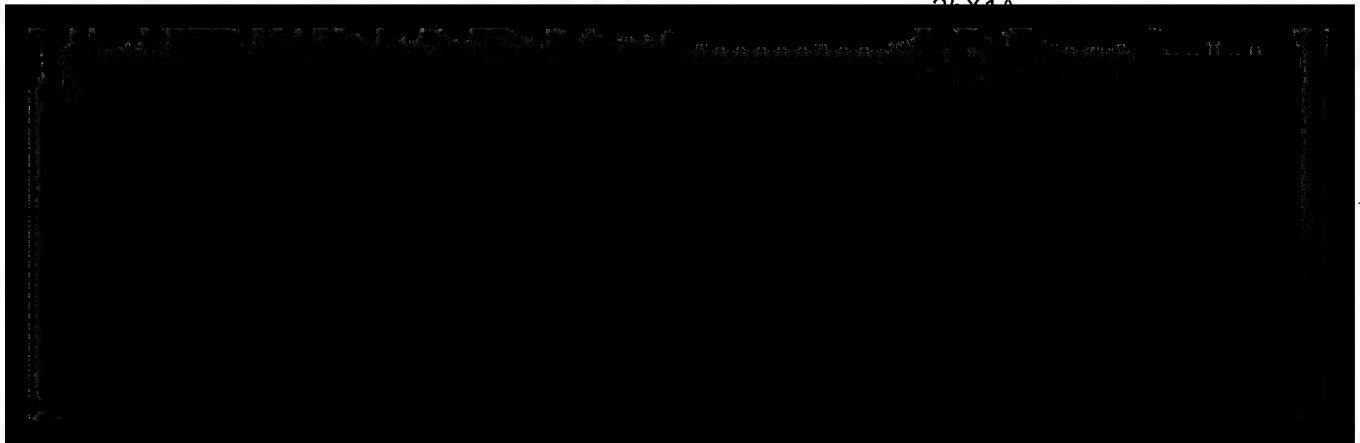
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certainly should be given prime consideration.

Proper scheduling of students, and the insurance that potential students are registered in those courses pertinent to their professional development, is at times thwarted by the fact that Training Liaison Officers (TLO) in the operational components are not of sufficient stature to properly "sell" the training importance or are content to interest themselves only in the mechanics of scheduling--and not a proper analysis of the substantive ramifications of training. A review of the present incumbents of the TLO positions shows that a great number of them, particularly in DD/P at divisional level, hold full-time administrative positions, and discharge the training function as an additional duty. It is believed desirable that TLO's, in order to more properly understand the training mission and problems involved therewith, should be individuals concerned with the substantive side of intelligence and/or operations and not the administrative support. Because of the close relationships of TLO's with OTR and the necessity for close working relationships in order to accomplish the training mission, it is also believed in order that any nominee for a TLO position be coordinated with OTR before the appointment becomes effective.

The following observations on the internal administration of OTR are offered. During the course of the survey, it was noted that in practically all cases a course critique was submitted by each student at the conclusion of each course. The critiques are read and forwarded through the chain of command to the Office of the Director of Training. The value of student critiques for new or recently revised courses and the value of critiques on a periodic basis for existing courses is acknowledged; the value of student critiques following the presentations of each course is seriously questioned. While certain advantages may accrue from requiring student critiques, these advantages are outweighed by disadvantages. First, student critiques create the tendency for an instructor to so present his material that student opinion of him will be high; this has an adverse effect on the collective morale of instructors who realize that students may make subjective rather than objective observations. Second, from the point-of-view of best utilization of executive time, it does not seem in order for levels above Chief Instructor to take the time to read critiques from all students; following presentations of all courses.



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## VII. Conclusions

1. The importance of training to CIA cannot be overemphasized. This was included in the recommendations of the Jackson Committee (The President's Committee on International Information Activities Report to the President) June 30, 1953:

"47. For the immediate future, CIA should give higher priority to the development of improved principles of operation, training, expansion of its pool of qualified operators, and construction of a covert mechanism abroad. (page 87)"

"59. New efforts should be made to improve personnel training programs in the field of national security affairs and to broaden and strengthen the concept of career services. (page 102)"

2. CIA has given higher priority to improved principles of training. Considerable progress has been made and is still being made, not only in improving training but also in developing interest in training throughout the Agency. There has been a steady improvement in the caliber of instructor personnel detailed to the Office of Training.

3. The Office of Training is not the sole conductor of training courses in the Agency; DD/P expenditures in FY1953 for training of indigenous nationals abroad exceeded the total cost of operating the Office of Training in FY1953 by 20%; DD/I conducts extensive language training courses in ORR and OO.

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4. The Office of Training could be organized more efficiently and

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in the language.

11. The entrance orientation period of three hours is an adequate introduction to intelligence and CIA for junior-level personnel.

12. The quarterly orientation program of 12 hours is well worth the effort for keeping Agency personnel acquainted with developments in the organization.

13. There still exists relatively little in the matter of formalized administrative training.

14. The facilities of the Office of Training could be used to a greater extent in training personnel from other intelligence agencies.

15. The Office of Training is well-equipped to act as focal point for development of manuals on doctrine.

16. The training program has been successful, and its

18. The Basic Intelligence Course (I) is good, but can be improved by greater emphasis on an intelligence and less on an academic approach. The course appears to be susceptible to presentation in two phases.


19. The advent of intermediate, as opposed to basic, training courses, and the presentation of a condensed BIC(I) course to on-duty people, represents a new and valuable approach by OTR in serving the overt components of the Agency.

20. The stature, import, and impact of the assessment program has risen perceptibly in the course of the last year.

21. Training evaluations, including both substance and format, do not yet adequately serve the needs of all interested parties. There is insufficient coordination between Office of Training and DD/P in drawing up evaluation procedures (as evidenced by the new Phase II Evaluation Form, which was instituted prior to concurrence from DD/P).

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22. Management Training, both in quality and quantity, needs continuing improvement.



24. There appears to be no logical reason why the Director of Training, the head of a so-called "major component" should be a GS-17, while other heads of components or Assistant Directors are GS-18; the title of the head of the Office is not in consonance with those of other and co-equal offices.

25. The Agency is receiving a valuable return for monies expended by the Office of Training.

#### VIII. Recommendations

1. The T/O of the Office of Training be cut to the level of its ceiling.

2. The Office of Training be reorganized into three staffs and six divisions, by the following regrouping of functions:

##### A. STAFFS:

- a. Assessment and Evaluation Staff;
- b. Plans & Research Staff; to acquire from Instructional Services Staff responsibility for editorial and publication matters, OTR library, preparation of scripts and production of motion pictures required by OTR;
- c. Administrative Staff; to acquire from Instructional Services Staff those responsibilities not herein recommended for transfer to other units.

##### B. DIVISIONS:

a. Retain the present Intelligence, Basic, Specialized, Project, and External Language Training Divisions, except:

- (1) Rename "Basic" to Operations Training Division;
- (2) Rename "External & Language" to Area and Language Training Division;
- (3) Create a Support Training Division, with branches composed of the former: Management Training Division;

Junior Officer Training Division; Orientation and Briefing Division; and the instructional responsibilities formerly discharged by the Instructional Services Staff.

3. The T/O of the Office of Training be revised to make the Director of Training a GS-18, the Deputy Director a GS-17, and the Division Chiefs GS-16s. The title be changed from Director of Training to Assistant Director for Training.

4. A high level training admissions board composed of representatives of different components be established to periodically screen applicants for training courses to insure that there is no abuse of training activities and to serve as an instrument for effecting an even flow of applicants.

5. A committee composed of one representative each from DD/I, DD/A, DD/P, OTR, and chaired by a representative of the Management Staff should review all non-OTR training conducted by the Agency. Training best conducted by OTR should be transferred to it. Agent training conducted by the DD/P area divisions should be given at least staff supervision by OTR to insure a minimum of duplication and overlapping.

6. All training done by other offices--e.g., language of FDD, various projects of ORR--be put under the staff supervision of OTR.

25X1A 7. All training in the United States, particularly the [REDACTED] of the SR Division, be placed at least under the staff supervision, if not the command, of OTR.

8. OTR make a study of what training could be offered to other intelligence agencies directed toward becoming the Graduate School in the intelligence field.

9. OTR receive responsibility for coordination of the preparation of all manuals on doctrine.

10. The initial orientation lecture be divided into the present three-hour presentation for junior-level personnel on a weekly basis, but a more sophisticated three-hour orientation lecture once a month for senior-level personnel.

11. Employees taking language training at Agency expense be required to commit themselves to maintaining proficiency in the language, and that periodic follow-up examinations be given.

25X1A 12. DD/A interest himself in the unused potential of [REDACTED] for all types of administrative training under simulated foreign field conditions.

13. Increase in the quality and quantity of management and supervisory training; this should receive the personal attention of the Director of Training.

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14. Training evaluation mechanisms be formed by giving greater consideration to the desires of the operating components as to what factors, in what fashion, they wish evaluated.

15. The content and organization of the BIC(I) be reviewed with the purpose of:

a. placing greater stress on intelligence;

b. arranging the course on a "two-phase" basis, so individuals possessing substantive backgrounds in intelligence may be scheduled for a lesser period than the present complete six weeks.

16. The DD/P be advised that the Clandestine Services Training Committee is not satisfactorily performing as a policy and policy enforcement instrumentality; DD/P be encouraged to appoint a full-time staff representative for training matters, to be supported by the Clandestine Services Training Committee.

17. In order to provide for the assignment of the most experienced and competent operational personnel to OTR for tours of instructional duty, their assignment should be authorized at the GS rating they possess, regardless of the GS rating of any vacancies on the OTR table of organization.

18. Consideration should be given by DD/P to make available to OTR senior operational individuals returning from the field for a period of time sufficient to allow them to record their experiences and operational views, and additionally to allow them to assist in the presentation of at least one course in their field of speciality.

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Lyman B. Kirkpatrick  
Inspector General

Attachments: Tabs A-K

cc: Director of Training  
DD/Plans  
Chief, Management Staff

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